

"At Hilltop Infant School, everyone will work together in a nurturing environment to provide each child with challenging opportunities that encourage a desire for life-long learning."



Hilltop Infant School
Information and Communications Technology
Policy

Ratified by the Governing Body Spring 2009

Signature David Harwood
Chair of Governors

Due for Review on March 2010

Introduction

ICT is a core subject within the National Curriculum. This document sets out the vision and policy objectives for ICT at Hilltop Infant School. It also sets out the school's agreed approach to the ICT Curriculum and informs teachers, support staff, governors, parents and the wider community.

While ICT is able to improve experiences for both children and staff in school, it is important that our use of it remains thoughtful. Children respond to different delivery styles and there are occasions when ICT does not improve learning experiences, record keeping etc.

Vision Statement

ICT underpins today's modern lifestyle. At Hilltop Infant School we believe it is essential to provide all pupils with every opportunity to gain the confidence and ability that they will need in this subject to prepare them for the challenges of a rapidly developing and changing technological world. ICT will be used to motivate, enhance and extend pupils' learning across the whole curriculum. We aim to use ICT to its fullest potential in school and beyond, whilst maintaining a balance between modes of lesson delivery, effective administration and communication with families.

Aims and Objectives in ICT

At Hilltop Infant School we aim to -

- encourage our pupils to recognise that ICT is an essential tool for learning, communication, finding information and for controlling and understanding their environment;
- integrate ICT across the curriculum to ensure the highest possible level of interest in and delivery of lessons;
- promote differentiation in each area of the ICT curriculum so that children achieve to the best of their ability;
- ensure all children have equal opportunities to achieve their ICT capabilities in accordance with the EYFS and KS1 national curriculum;
- encourage pupils to work individually and collaboratively with ICT;

- ensure staff continue to have every opportunity to develop their ICT skills and knowledge and demonstrate a positive attitude towards the use of ICT as part of the learning process;
- stimulate pupils to have a heightened interest and awareness of ICT through the regular display of their ICT enhanced work in the classrooms and around the school;
- give all pupils opportunities to use ICT outside the school day to develop their interest in ICT;
- allow both staff and children to gain confidence in and enjoyment from, the use of ICT;
- use ICT to ensure effective administration and data keeping.

Achievement of the Policy **(for details, see current ICT Action Plan)**

Current resources are sufficient to support the delivery of ICT to teach all the skills required in the National Curriculum and to support the teaching of other subjects. Subject leaders will audit their subjects regularly to ascertain new hardware or software that will improve the delivery of their subjects.

Currently planning for ICT as a subject is being planned in the same way as Foundation subjects. It is also clearly marked when used in the teaching and learning of other curriculum areas.

Staff confidence and expertise will be developed through training sessions provided by the ICT Co-ordinator, and external professionals. This is to improve the use of our current ICT resources.

The ICT Co-ordinator will support with ICT planning and teaching wherever possible. Support with technical difficulties will be addressed by the school's ICT technician.

It is planned to increase our electronic communications with parents and other stakeholders.

School provides ICT support for parents and the loan of computers with internet access for home use.

Collaborative work with other Wickford schools is being planned for, centring on the plans for the building of the Collaborative Learning Centre (CLC).

We are working towards achieving the Becta Quality Mark.

Teaching and Learning to ensure continuity, progression

All children should have access to the use of ICT regardless of gender, race, cultural background, economic well being or physical or sensory disability. Where use of a school computer proves difficult for a child because of a disability, the school will endeavour to provide specialist equipment and software to enable access. Children with learning difficulties can also be given greater access to the whole curriculum through the use of ICT. Their motivation can be heightened and they are able to improve the accuracy and presentation of their work. This in turn can raise self-esteem.

Quite often there are huge differences in ability between children who have access to home computers and those who do not. Differentiation may include provision of different software, varying the amount/type of support given, varying the tasks, varying the groupings etc.

Organisation of ICT in School

The aims and objectives for ICT reflect the requirements of the National Curriculum (1999) for Key Stage 1 and the Early Years Foundation Stage 2008 for the Reception Year. We refer to these documents to inform our long-term planning and to plan differentiated learning objectives to be covered in each year group to ensure continuity and progression. Schemes of work (such as Flippi) provide more detail which assist medium and short term planning. Weekly planning by each year group provides appropriate teaching activities and learning outcomes.

ICT is taught discreetly and on a regular basis, so that children are able to sustain their progression throughout the Early Years Foundation Stage and Key Stage 1. Skills acquired are then used in other curriculum areas to facilitate learning in a cross curricula context.

Children will have regular access to laptops in the classroom or the ICT suites. They are entitled to use a wide variety of software and hardware in school to develop ICT skills and facilitate their learning.

EYFS

In the Reception Year, children follow the objectives suggested by the Local Authority. Development Matters and the Early Learning Goals have considerable ICT content and there is an expectation that ICT resources are available to them every day. The children participate in activities that develop control and encourage exploration, observation, problem solving, predication, critical thinking, decision making and discussion and are provided with an environment which offers a wide range of activities indoors and outdoors that stimulate children's interest and curiosity. The skills acquired in the Foundation Stage are further developed and refined in Key Stage 1.

Key Stage 1

ICT is organised into five different areas.

These are:

- Exchanging and sharing information - communication
- Developing ideas and making things happen – control and sensing
- Developing ideas and making things happen – modelling simulations
- Finding things out – handling data
- Finding things out – research

The children will experience a broad and balanced range of ICT activities in each of these areas.

The ICT co-ordinator will be responsible for monitoring continuity and progression in the teaching of ICT.

The Role of the Teacher

It is the responsibility of the classroom teacher to select the most appropriate approach to achieving the learning objectives in every lesson. He/she must assess whether and how ICT will enhance aspects of children teaching and learning in each situation. Regular, discreet ICT lessons must be planned for, along with using ICT in all other curriculum areas to enhance learning.

In order to ensure that pupils are extended in each area of the ICT curriculum and reach their full potential, at all levels, teaching will include opportunities for using:

- interactive whiteboards
- laptops and computers
- programmable hardware
- digital cameras
- digiblues
- sound recorders/players
- a wide variety of software
- the Internet

Children will be given opportunities to work:

- collaboratively
- independently
- on consolidating and applying skills

Assessment, recording and reporting of attainment

On-going formative assessment is an integral part of good practice. Its main purpose is to enable the teacher to match work to the abilities and needs of the children and

ensure progression in learning. In EYFS, ICT assessments should be made in the EYFS Profile. In KS1, assessment sheets should be filled in using the same format as for the foundation subjects.

ICT capability should be monitored regularly in relation to the requirements cited earlier. Teachers should assess module requirements with reference to children's knowledge, understanding and skills. Other opportunities for assessment will arise from cross-curricular work.

Samples of work should be kept for each child. These can be stored on the hard drive in children's 'My Documents' or as a hard copy. In Reception it may not always be practical to keep samples of work, but observations and discussions will be recorded.

Links to the school development plan

- The ICT Co-ordinator produces an action plan each year outlining the targets for that year.
- An audit of resources is undertaken annually to ensure that hardware and software are kept as up to date as possible and that obsolete or broken machines are scrapped or repaired.

Staff training needs will be met by:

- Auditing staff skills and confidence in the use of ICT at least annually;
- Arranging training for individuals as required;
- The ICT Co-ordinator should attend courses and support and train staff as far as possible.

Extra ICT enhancing activities:

- Minibooks with dongles are provided for children without or with limited internet access at home
- A weekly internet café is provided free of charge
- Creative partnerships work and planned future collaborative ICT projects within Wickford, provide children with access to a wider range of expensive ICT equipment and experiences

Review and evaluation procedures

The everyday use of ICT is developing rapidly, with new technology being produced all the time. This policy therefore will be reviewed and revised

annually. The ICT Co-ordinator will liaise regularly with staff, both at staff meetings and informally, to monitor the effectiveness of the policy and the schemes of work. Meetings with subject co-ordinators will also ensure that the use of ICT across the curriculum is planned for and evaluated.

Liz Wilkinson
ICT Co-ordinator
March 2009